

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 6104: Evidence-Based Management of Public Health Programs (3 credit hours)**  
Fall: 2018  
Delivery Format: Online  
e-Learning in Canvas

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**INSTRUCTOR**

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**Prerequisites**

None

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**PURPOSE AND OUTCOME****Course Overview**

This course provides practical guidance on how to monitor achievement of a program's objectives, gather information and evidence of the program's effectiveness, and determine a program's impact in public health settings. We begin with a review of the structure and functions of the public health system, followed by the rationale and application of an evaluation framework that leads to evidence-based decision-making in public health.

**Relation to Program Outcomes**

The course will then focus on fundamental components germane to evaluating and managing public health programs, including: program monitoring, performance measurement, and evaluation research. Furthermore, the topics covered within these three areas will include:

- developing evaluation questions
- how to select performance measures?
- research designs
- populations and sampling
- the importance of qualitative data
- acquiring, measuring, and analyzing the data
- other evaluation frameworks (CDC Evaluation Framework; Logical Framework Analysis)
- cost-benefit analysis; and finally
- how to utilize the results of evaluation research?

**Course Objectives and/or Goals**

By the end of this course, the student should be able to:

- 1) Recognize the need for evidence-based public health.
- 2) Explain the role of program evaluation in public health practice.
- 3) Understand and apply an appropriate evaluation framework.
- 4) Demonstrate skills in program monitoring methods.

- 5) Demonstrate skills in performance measurement.
- 6) Demonstrate skills in evaluation research methods.
- 7) Prepare and write components of program evaluations.
- 8) Demonstrate an understanding of the political, economic, organizational, interpersonal influences on evaluation processes.
- 9) Work with the multiple users of evidence, including public health practitioners, policy makers, the public, interest groups, the media, and other stakeholders.

### Instructional Methods

The method of instruction will be comprised of lectures and active student participation in discussion boards, followed by exercises using real-world examples that will allow the class to apply the material presented through the lectures while simultaneously demonstrating understanding of the material. Material presented in lectures will be linked to the reading assignments. Multidisciplinary perspectives will be discussed, and many examples will be provided to illustrate important concepts. Occasionally, speakers may be invited to discuss their experiences with public health evaluation topics. The various components of the course are designed to stimulate critical thinking about interventions that have been implemented to address public health problems, subsequently deciding on appropriate approaches used to determine the quality and the effectiveness of these interventions.

### What is expected of you?

Students are expected to:

- Log into the course site regularly.
- Complete the required reading PRIOR to lectures and be prepared to participate in and perhaps LEAD a discussion board.
- Actively contribute in discussion boards and participate in exercises, and demonstrate teamwork if assigned group activities or projects.
- Submit assignments (projects) on or prior to the due date(s).

### DESCRIPTION OF COURSE CONTENT

1. Lectures – provide a general overview of each topic.
2. Required text, readings, and materials
3. Students enrolled in this course must have a working webcam and microphone for potential live sessions.
3. Additional resources (See pages 9 and 10 of the Syllabus below.)

### Topical Outline/Course Schedule

*NOTE: all times are posted in Eastern time – note that the semester starts in Eastern Daylight Savings Time (EDST). On Sunday, November 4, 2018, at 2:00 AM, Eastern time will “fall back” one hour to Eastern Standard Time (EST).*

The instructor reserves the right to modify the course content and schedule as deemed necessary.

Week 1: Monday, August 22 – Saturday, August 24		
<b>Lectures</b>	Lecture 1 - Instructor Introduction and Course/Syllabus Overview	Introduction video M. Beau De Rochars
<b>Quiz</b>	Syllabus quiz	
<b>Discussions</b>	Week 1 Discussion Board	closes for grading 8/28 at 11:59PM
Week 2: Monday, August 27 – Saturday, September 1		
<b>Lectures</b>	Lecture 2 – Why evidence-based management and evaluation?	J Feller
<b>Readings</b>	Grembowski, Chapter 1, pages 3-13	Grembowski

<b>Discussions</b>	Week 2 Discussion Board	closes for grading 9/6 at 11:59PM
<b>Week 3: Tuesday, September 4 – Saturday, September 8</b>		
<b>Lectures</b>	Lecture 3a – The Evaluation Process as a Three-Act Play	J Feller
	Lecture 3b – Roles of the Evaluator and the Political and Cultural Contexts of Evaluation	J Feller
<b>Readings</b>	Grembowski, Chapter 2, pages 15-31	Grembowski
<b>Discussions</b>	Week 3 Discussion Board	closes for grading 9/11 at 11:59PM
<b>Week 4: Monday, September 10 – Saturday, September 15</b>		
<b>Lectures</b>	Lecture 4a – Developing Evaluation Questions – Part 1	J Feller
	Lecture 4b – Developing Evaluation Questions – Part 2	J Feller
<b>Readings</b>	Grembowski, Chapter 3, pages 35-63	Grembowski
<b>Discussions</b>	Week 4 Discussion Board	closes for grading 9/17 at 11:59PM
<b>Exercise</b>	Week 4 Exercise1: Searching for an Article on Evaluation and Identifying the Evaluation Questions	Due: 9/17 before 11:59PM
<b>Assignments</b>	Assign Project 1 – Formulating Evaluation Questions	Due: 10/2 before 11:59PM
<b>Week 5: Monday, September 17 – Saturday, September 22</b>		
<b>Lectures</b>		Lecture 5a – Evaluation of Programs Lecture 5b – (Cont.) Evaluation of Programs
<b>Readings</b>		Grembowski, Chapter 6, pages 107-131
<b>Discussions</b>		Week 5 Discussion Board
<b>Exercise</b>		Week 5 Exercise2: Outlining a Health Clinic
<b>Week 6 Monday, September 24 – Saturday, September 29</b>		
<b>Lectures</b>		Lecture 6a - Evaluation of Programs Lecture 6b – Evaluation of Programs
<b>Readings</b>		Grembowski, Chapter 4, pages 67-106
<b>Discussions</b>		Week 6 Discussion Board
<b>Week 7: Monday, October 1 – Thursday, October 6</b>		
<b>Lectures</b>		Lecture 7a – Cost-Benefit Analysis Lecture 7b – (Cont.) Cost-Benefit Analysis
<b>Readings</b>		Grembowski, pages 117 - 141
<b>Discussions</b>		Week 7 Discussion Board
<b>Exercise</b>		Week 7 Exercise 3 – Provide a cost-benefit analysis of a given public health program
<b>Assignments</b>		Project 1 – Formulating Evaluation Questions
<b>Week 8 Monday, October 8 – Saturday, October 13</b>		
<b>Lectures</b>		Lecture 8a – Population and S

	Lecture 8b – (Cont.) Population
<b>Readings</b>	Grembowski, Chapter 7, page
<b>Discussions</b>	Week 8 Discussion Board
<b>Week 9: Monday, October 15 – Saturday, October 20</b>	
<b>Lectures</b>	Lecture 9 - Measurement and
<b>Readings</b>	Grembowski, Chapter 8, page
<b>Discussions</b>	Week 9 Discussion Board
<b>Exercise</b>	Week 9 Exercise 4 – Costs an
<b>Assignments</b>	Assign Project 2 – Critically R
<b>Week 10 Monday, October 22 – Saturday, October 27</b>	
<b>Lectures</b>	Lecture 10 – Analyzing Evalua
<b>Readings</b>	Grembowski, pages 241-255,
<b>Discussions</b>	Week 10 Discussion Board
<b>Week 11: Monday, October 29 – Saturday, November 3</b>	
<b>Lectures</b>	Lecture 11 – – International P Triumphs of Food Security Pro in Evaluation: Video from the
<b>Discussions</b>	Week 11 Discussion Board
<b>Week 12 Monday, November 5 – Thursday, November 8</b>	
<b>Lectures</b>	Lecture 12- Disseminating the
<b>Readings</b>	Grembowski, Chapter 10, pag
<b>Discussions</b>	Week 11 Discussion Board
<b>Exercise</b>	Week 12 Exercise 5– Overcor
<b>Assignments</b>	Project 2 – Critically Reviewin
<b>Week 13: Monday, November 12 – Saturday, November 17</b>	
<b>Lectures</b>	Lecture 13 – The CDC Frame
<b>Discussions</b>	Week 13 Discussion Board
<b>Week 14 Monday, November 19 – Tuesday, November 21</b>	
<b>Lectures</b>	Final Project Discussion May I This week, we will hold Q and conferences. Further informat
<b>Discussions</b>	Week 14 Discussion Board
<b>Week 15: Monday, November 26 – Saturday, December 1</b>	
<b>Lectures</b>	Lecture 15 – Logical Framewo of evaluation (audio file with P
<b>Discussions</b>	Week 15 Discussion Board– th
<b>Week 16 Monday, December 3 – Wednesday, December 5</b>	
<b>Lectures</b>	Informal discussion session on Project

<b>Assignments</b>	Final project due – Creating a
<b>Week 17: Monday, December 10 – Friday, December 15</b>	
<b>Final Exam</b>	<b>NO FINAL EXAM</b>

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## Course Materials and Technology

### Course Textbook(s) and Reading

Grembowski, David (2016). *The Practice of Health Program Evaluation*. Sage Publications Inc. ISBN: 978-1-4833-7637-0 (paperback)

Additional readings, including online resources, may be assigned. Students may be directed to the class e-Learning portal for weekly supplementary reading assignments.

For technical support for this class, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://elearning.ufl.edu/help.shtml>

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## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

#### Getting Started

A non-graded syllabus quiz will open on the first day of classes, and each student is required to be complete this syllabus quiz before the following Monday at 11:59PM (Eastern Time). The other course modules will not open until you receive a 100% on the quiz. You will have multiple attempts to take the quiz in order to receive the required 100% score. Please review the quiz before retaking to insure that you understand the questions.

#### Project 1

*Writing Evaluation Questions*

A written paper will be required.

See the Assignment in Canvas for further information. Late submissions will not be accepted.

#### Project 2

*Reviewing an Evaluation Research Article using an Evaluation Article Review Tool*

A 3-5 page paper will be required.

See the Assignment in Canvas for further information. Late submissions will not be accepted.

#### Final Project

*Creating an Evaluation Plan for a Public Health Program*

An 8-10 page paper will be required.

See the Assignment in Canvas for further information. Late submissions will not be accepted.

#### Discussion Boards

There are a total of 15 discussion boards. Participation in ALL 15 discussion boards is required. The Week 1 Discussion Board is a “get acquainted” discussion board. Discussion boards are graded, with the quality of

participation in each discussion board evaluated for up to 1% of your grade. Note that in most cases I will pose a question or short assignment within the discussion board and may participate in the discussion very little beyond that initial stimulation of discussion. The aim of these discussion boards is to facilitate a discussion among the students in the class and then from week-to-week I will evaluate each student's contribution to that discussion.

### **Exercises**

There will be a total of 5 exercises to complete throughout the duration of the course. Student exercises are not critically graded (though feedback will be provided) but must be completed to earn 3% for each exercise. The instructor will determine whether an exercise has been completed sufficiently to earn credit. Desired responses for these exercises will most likely be discussed in the Discussion Boards so even if you are not assigned a Discussion Board during a given week you may want to take a look at the Discussion Board to gain insights on the exercises. Late submissions or submitting the wrong attachment will not be accepted. It is a student's responsibility to properly attach the correct assignment document. Please verify your attachments in the Assignment tool.

### **Grading**

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Project 1	10/02 11:59PM	20%
Project 2	11/06 11:59PM	20%
Final Project	12/04 11:59PM	30%
Discussion Boards	Weekly	15%
Exercises	Various see schedule	15%
		100%

Percentages Earned	93% to 100%	90% to 92%	87% to 89%	83% to 86%	80% to 82%	77% to 79%	73% to 76%	70% to 72%	67% to 69%	63% to 66%	60% to 62%	Below 60%
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

There will be no redistribution or deletion of course requirements. The same evaluation procedure will consistently be applied to all students.

A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### **Policy Related to Make Work**

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

## Policy Related to Required Class Attendance

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

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## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>  
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at

<https://evaluations.ufl.edu/results/>.

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## SUPPORT SERVICES

### Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of

the course. The College is committed to providing reasonable accommodations to assist students in their coursework.



### **U Matter, We Care**

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:  
Alachua County Crisis Center  
(352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

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### **Additional Potential Resources**

#### **Public Health Journals**

- American Journal of Public Health, a journal of the American Public Health Association ([www.ajph.org](http://www.ajph.org)).
- Journal of Public Health Management and Practice, a journal of the National Association of County and City Health Officials ([www.jphmp.com](http://www.jphmp.com))
- Morbidity and Mortality Weekly Report, a journal of the Centers for Disease Control and Prevention ([www.cdc.gov/mmwr](http://www.cdc.gov/mmwr))
- American Journal of Preventive Medicine, a journal of the American College of Preventive Medicine and the Association of Teachers of Preventive Medicine ([www.ajpm-online.net](http://www.ajpm-online.net))

#### **Public Health Resources**



### *Government Agencies*

- U.S. Department of Health and Human Services ([www.dhhs.gov](http://www.dhhs.gov)) and its various Public Health Service agencies
- Centers for Disease Control and Prevention ([www.cdc.gov](http://www.cdc.gov))
- Food and Drug Administration ([www.fda.gov](http://www.fda.gov))
- Health Resources and Services Administration ([www.hrsa.gov](http://www.hrsa.gov))
- National Institutes of Health ([www.nih.gov](http://www.nih.gov))
- Agency for Healthcare Research and Quality ([www.ahrq.gov](http://www.ahrq.gov))
- U.S. Environmental Protection Agency ([www.epa.gov](http://www.epa.gov))
- Florida Department of Health ([www.doh.state.fl.us](http://www.doh.state.fl.us))

### *Public Health Organizations*

- American Public Health Association ([www.apha.org](http://www.apha.org))
- Association of State and Territorial Health Officials ([www.astho.org](http://www.astho.org))
- National Association of County and City Health Officials ([www.naccho.org](http://www.naccho.org))
- Association of Schools and Program of Public Health ([www.aspph.org](http://www.aspph.org))
- Florida Public Health Association ([www.fpha.org](http://www.fpha.org))
- Public Health Foundation ([www.phf.org](http://www.phf.org))
- Association of Teachers of Preventive Medicine ([www.atpm.org](http://www.atpm.org))

### *International Health*

- United Kingdom Public Health Association ([www.ukpha.org](http://www.ukpha.org))
- World Health Organization ([www.who.org](http://www.who.org))
- Global Health Council ([www.globalhealth.org](http://www.globalhealth.org))
- Pan American Health Organization ([www.paho.org](http://www.paho.org))
- Family Health International ([www.fhi.org](http://www.fhi.org))

### **Public Health Data and Information**

- CDC Behavioral Risk Factor Surveillance System ([www.cdc.gov/brfss](http://www.cdc.gov/brfss))
- Healthfinder ([www.healthfinder.gov](http://www.healthfinder.gov))
- National Center for Health Statistics ([www.cdc.gov/nchs](http://www.cdc.gov/nchs))
- National Library of Medicine ([www.nlm.nih.gov](http://www.nlm.nih.gov))
- National Health Information Center ([www.health.gov/nhic](http://www.health.gov/nhic))
- National Women's Health Information Center ([www.4women.gov](http://www.4women.gov))
- Institute of Medicine ([www.iom.edu](http://www.iom.edu)) and National Academy Press ([www.nap.edu](http://www.nap.edu)) –

### **Other Resources**

- Medline Plus ([www.nlm.nih.gov/medlineplus](http://www.nlm.nih.gov/medlineplus))
- Medscape ([www.medscape.com](http://www.medscape.com))
- Public Health Grand Rounds (national live webcasts) ([www.publichealthgrandrounds.unc.edu](http://www.publichealthgrandrounds.unc.edu))
- Florida CHARTS ([www.floridacharts.com](http://www.floridacharts.com))
- CDC Wonder (<http://wonder.cdc.gov>)
- US Census ([www.census.gov](http://www.census.gov))
- Fedstats ([www.fedstats.gov](http://www.fedstats.gov))
- CDC Mortality and Morbidity Weekly Reports (free subscriptions) ([www.cdc.gov/mmwr](http://www.cdc.gov/mmwr)) and MMWR morbidity and mortality data by time and place ([www.cdc.gov/mmwr/distrnds.html](http://www.cdc.gov/mmwr/distrnds.html))
- State Health Facts ([www.statehealthfacts.kff.org](http://www.statehealthfacts.kff.org)) provides individual state health data.
- State Public Health Information Database ([www.statepublichealth.org](http://www.statepublichealth.org))